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Parental awareness in early education fostering child development

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ABSTRACT

This study analyzes early childhood education (ECE) parental knowledge and active participation across Bangladesh particularly looking at their effects on child intellectual and social and emotional progress. It conducted detailed interviews using a qualitative methodology to understand the opinions of 30 parents who had children between 4 and 6 years old within various socio-economic environments and geographic locations. The analysis showed that higher ECE awareness among parents led to better childhood development support but parent choices were mainly determined by their social background and educational level as well as their evaluation of institutional quality. Education awareness levels among urban families surpass rural families and most disadvantaged parents show little knowledge about pre-primary education. Parents chose ECE institutions based on child-focused settings and qualified educators as well as play-based learning methods. Research evidence shows the critical role which parents play in children's early education success which requires specific interventions for broadening knowledge and accessibility. The recommendations endorse community-based pre-primary programs while improving educational training for teachers and expanding quality pre-primary education services for families without sufficient resources. The findings serve as a basis to create inclusive policies that will strengthen parental involvement in ECE so Bangladesh can achieve development equality for children.

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1. INTRODUCTION

Early education for child development is an important program since it is the initial education provided or a preparation stage for the child for the general education. This one is the groundwork for the total biophysical as well as social and educational growth of a child and for their learning all their lives. Since there are numerous routes one can take from primary to secondary and even higher education and early childhood education (ECE) is one of them. Consequently, even though there is clear definition of the ECE in Bangladesh as before the onset of formal primary education. The periods any child undergoes after birth as well as the experiences and informal education he or she undergoes are very crucial in his or her developmental process. The child moves to the next stage of change that relates to the knowledge and skill set attained on the child at the various stages of change. With reference to other phases in the child's development, the complexity and the pace at which development occurs during the era of early childhood is much higher. The premise of first grade education is to assess that the child is developmentally fit and capable of advancing in all aspects of his development. The National Education Policy (NEP) 2010 of

Bangladesh the children of 5 years and above are suggested to enroll in a year based pre–primary education. Besides, it fosters early learning which is a significant continuous process of children's learning and personal development as well as the education for school or the primary level.

Parents in Bangladesh have faith in early childhood schooling (ECE), but most of them perceive it to be informal schooling education. In its policy level, Bangladesh government has claimed that the children of the age group of 5 to 6 years have been covered in formal primary schooling system from the calendar year 2013 onwards. While in the ECE, only certain students have to be participated in it even if at the moment the government is promoting the option. ECE is commonly called as "Baby Class", "Shishu Sreni", "Junior I", "Prak-Prathomik", "Pre-School", and "Pre-Primary" in the context of Bangladesh. The study revealed that parents have a critical role that they ought to exercise especial on early ages of the child because this is essential in the prediction of the child academic achievement later [1]. Thus, it is essential to grasp the present-day situations with parents' awareness and engagement in their child's early learning processes to create appropriate policies as well as interventions in ECE. Over the years, the role of pre-primary education has received much concern all over the world, as it is widely understood that the early years are vital in the formation and development of the human personality and its characteristic features [2]. Hand in hand with the natural development of the child, pre-primary education for children aged 3 to 6 is vital in the development of effective learning throughout a child's early years. There are also some policies and program concerning ECE in Bangladesh [3]. However, despite these attempts, parental awareness and participation remain critical in increasing the quality of pre- primary schooling [4].

Studies show that when parents get involved in the academic success of a child and their overall development, performance improves and social interaction is improved and all young children, whether kindergartners or younger, have much to gain from support in causal reasoning, inference, problem solving and emotional conceptualization [5]. Researches have explored that although some parents have knowledge about early education, many more are either unaware or are unable to be fully involved in it mainly due to socio-economic condition and lack of information in context of Bangladesh [6]. ECE and greater facilities can help children develop economic and social capabilities, enabling them to develop potential human capital and in developed countries. Children are prioritized to prepare them for their youth, preventing them from being left behind, added that however, developing and underdeveloped countries are reversing this trend, allowing children to have immediate economic and social capabilities [7]. However, this study finds a very poor level of parental knowledge about early childcare and stimulation in Bangladesh that needs to be delivered during these early years to have a positive and lasting impact and contribute to normal developments in a child's early years in terms of cognition, language development, and social competencies [8]. Although pre-primary institutions help, parents are responsible for child development. In spite of this, it would be inappropriate to disregard the significance of pre-primary centers. Thus, pre-primary institution facilities are useful in ensuring that there is enough understanding among parents regarding the matter [9]. This is because the parents are learning from other parents in a group setting at the same time that they are participating in the discussion. The participation of parents in their children education increases the child's educational performance and their attendance to school [10]. This has a positive implication on the overall performance of children and assists parents have their faith strengthened in their children's educational capacity. On the same note, readiness and preparation of children to attend preschool on a regular basis is also favorable to the children. Therefore, based on the discussion, the major research intention of the present study is to scrutinize the current level of parents' awareness and participation in pre-primary education with regards to Bangladesh.

Factors such as socio-economic status, education level, and culture can influence parental participation. Poor parental literacy and engagement can undermine children's education from an early age. The study aims to help policymakers and teachers improve the standard and access of preschool education in Bangladesh, addressing challenges such as poor facilities, inadequate teachers, and lack of access to early childhood care. In the case of early childhood participation of any kind an increase in a mother's education level significantly increases the chances of her child to attend ECE. A mother who finished her secondary school education has her children more likely to attend ECE programs more than children whose mother has only elementary education or no education at all [11]. This is particularly important for parents because typically they fail to understand and recognize the main characteristics of child development and possible changes, early childhood communication, and language therapy [12]. A research in Bangladesh has made it clear that even though the child education in Bangladesh is guaranteed, in the given context, parents are actually completely unaware of the parenting and pedagogy they ought to perform, towards the social transformation that is promised by child's education [13]. Parents who successfully perform these tasks of awareness and implementation of proper developmental plans contribute to the smoothening of a child's mental, emotional, and social developmental course [12].

Existing studies show that there is a positive correlation between parents' involvement (PI) and learning results; however, there is lack of information concerning factors that can cause parents to participate

in students' education [14]. Among the existing myths rising among parents, the most widespread is the following: Education is the sole concern of teachers and other institutions that are intended to carry out this important task. Other researchers have also revealed that students who are supported by their parents in their education activities are more likely to have higher grades and score better in tests, attend school regularly, exhibit better social skills, have a good change in their behaviors and be able to manage to cope with school well as compared to the numerous students who are not supported in school by their parents [15]. It is essential for parents to be active during the early infancy period since it is considered that this is the foundational phase in the process of generating a child who is morally upright [16]. Based on the facts, it has been resolved that their registration in pre-primary education is crucial for enhancing the quality of instructions and learning [17]. Cognitive development in first year of life entails the process through which cognitive abilities in various domains progress [18]. The four cognitive domains are language, memory, the spatial, and the executive domains. As it has been pointed out earlier, one can name quite a number of professional schools which assume the existence of certain early sensitive phases in child development, at which environmental experiences, as has been emphasized, should be taken into consideration by all means; all of these schools are neuroscientific, developmental psychological, and economic [19]. Of all the educational levels, only ECE is in a position to make a significant contribution towards the building of a sustainable society [20]. The central aim of pre-primary education is to the child's body and mind in order to enable them to attend formal school and to do away with concern that they will need to attend [21]. The idea of enrolment in pre-primary school allows the youngster to be familiar with everything hence the additional pressure which the latter faces [22]. It also assists them to get familiar with attending to school and teachers who employ every occasion to positively influence parents to enroll their children into pre-primary school are capable of helping in this development. Additionally, preschool assists children in acquiring particular skills, such as pre-reading skills, pre-writing skills, spoken language, and phonological awareness [17]. Early education in Bangladesh is significant.

This study explores parental involvement in ECE in Bangladesh, using in-depth interviews to understand how background status and education influence their awareness and selection of services. It reveals rural-urban differences and highlights the importance of well-informed parental involvement in early childhood development. The research provides practical guidance to enhance parental involvement and quality access in disadvantaged communities. It also highlights the impact of poverty and illiteracy on children's backwardness in Bangladesh, and opposes pre-primary education. Hence, this research was conceived to address this gap by asking the question: how does parental awareness in ECE influence the developmental outcomes of children aged 4-6 in Bangladesh, considering the socio-economic, educational, and cultural factors that impact access and participation?

2. METHOD

To analyze the data for this study, this research employed a qualitative method research design. This was done in order to obtain in-depth information about parents by interviewing parents. That was done with the aim of better understanding the given phenomena of parental consciousness and activity for children early education and development.

2.1. Instruments

There were 30 interviews conducted for this study. It was led through a structure-open ended questionnaire and close ended questionnaire. Parents with children in the 4-6 age range were invited to participate in the in-depth-interviews. In-depth interviews were conducted with parents from a variety of income levels, level of education, socioeconomic ranges. The duration of the one-on-one meeting is estimated at 40 minutes. The study participant's informed permission was obtained before any recordings (audio, video, or textual).

2.2. Research location and participants

The research was conducted in diverse settings within Bangladesh to capture a comprehensive understanding of parental awareness in child early education and development. As a result, the area of Chittagong Division, Dhaka Division, Rangpur Division, Sylhet Division, and Khulna Division were served as the research sites for this study. These areas often have better access to educational resources and infrastructure in urban area on the other hand; typically face challenges such as limited access to quality education and resources in rural area. Because of this, we able to communicate with a diverse pool of participants who come from a variety of financial brackets and who were enroll or not enroll their children in either public or private pre-schools educational institutions. To get a comprehensive understanding of the topic, 30 parents were involved. Researching in urban and rural areas was providing a diverse perspective

also considering socio-economic condition and educational level. For the purpose of this research, we were being reaching out to parents who have children in the age range of 4 to 6 years old. Participants and research site were selected using a purposive sampling.

2.3. Data gathering procedure

It was included in-depth interview. The exploration of primary data in this study was carried out using interviews schedule. Interview which was consist of in-depth discussions with parents regarding their ideas and thoughts on young children's development and learning as well as early education. An in-depth understanding of the causes and explanations of perception and knowledge gained via one-on-one interviews, allowing the research to identify the gaps and paths towards a higher standard of early education and child development. At same time, literature review of this research study was providing the secondary data. Source of secondary data, which was gathered from published research articles, websites, and documents.

2.4. Data analysis

The data analysis was involved collecting field notes, audio recordings, and photos followed by organizing interview data, identifying recurring themes, and categorizing information analyzed using thematic analysis was then used to interpret and draw conclusion from the results.

3. RESULTS AND DISCUSSION

3.1. Results

The study reveals that parents with higher ECE awareness are better equipped to support their children's cognitive, academic, social, and emotional development, despite socio-economic and educational differences, particularly in low-income families.

3.1.1. Theme 01: parental awareness on early education

From this study, it is found that majority of the parents agreed that, parents with well-informed knowledge on early education especially pre-primary education are in a better support to help the child development. They also agreed that knowledge about goals and strategies of pre-primary education allows parents support learning at home, provide familiar contexts, and participate in activities connected with pre-primary educational goals and knowing developmental milestones and educational objectives enables parents to offer the right environment and support for a child's development. One parent (P-11) opined and reported that:

> "*Pre-school plays crucial role in school readiness of children. When parents know the competencies and knowledge that is expected of children before they attend primary school, then they will prepare their children well for this process. This preparation includes development of literacy and numeracy, social relatedness and emotional self-regulation.*"

All the parents in this study affirmed the importance of pre-primary education since it plays a major role in the development of children's capabilities and in setting them up for a proper educational beginning and for future development. For this reason, all the participants are aware of their children pre- primary education. Parents agree with the notion that pre-primary is a center where learning of literacy numerical and etiquette is achieved through play and plays a significant role in the developmental process whereby a child laid down cemented foundation, intellectual, social, and emotional well-being of the child.

All the participants in urban area strongly believed that pre- primary education which entails ECE from birth to around age 6 years is a very sensitive period in the life of child. This phase includes various programs like; nursery, kindergarten, and preschool and thus can be considered as to lay a strong and solid background for any student. One of the urban parents (P-30) stated:

> "*Pre-school learning is not just about the preparation for learning; as a matter of fact, it has a major responsibility of promoting the child's mental, physical, social-emotional development.*"

From the interviews with parents, all of them were of the opinion that pre–primary education is very crucial for young children development. They were perceiving that pre-primary education beneficial for children as they acquire instruction, that may form the basis for the 0-6 years' academic achievement. The aspects include the general knowledge as well as skills essential in learning to read and write and the cognitive and thinking skills that are so vital in early education to enable the child to embark on early schooling. A key finding of the study is that teachers facilitate children's process of dealing with their emotions and their emotional development. A particular parent (P-03) said:

> "*Children who attend good pre-primary centers have better learning achievement levels in primary and secondary school. Early education gives children be prepared for the system of organized learning to in primary school*."

All the parents in urban and rural area agreed that, through pre-primary education kids from different background have equal chance to succeed in their performance. Educational programs that are favorable and available assist the disadvantaged children to fathom the divergence between them and other children.

3.1.2. Theme 02: age of starting preschool education

The age of children that start preschool education is more concern in Bangladesh since it greatly determines children's early learning and educational progress. Nursery and kindergarten programs are essential in the delivery of preschool education given their importance in development of a child in terms of education and character. For the starting age of preschool parents had different opinions. Some parents think that, age of 3 to 3.5 this is the vary right time for children to go to pre-primary. Some parents stated, children should attend pre-primary when they are matured at 5. In other respect, some parents hold the view that children should go to pre-primary at least aged 4 years. They had said, 4 years is the best time because children are intelligent and they can easily pick the learning. One of the parents (P-03) mentioned:

> "*When the children are between 5 years everyone should take the child to pre-school, because most pre-schools put much pressure on children so the pressure will less on the child when the children are above 5 years, also said the child ought to be taken to school at age 4 gradually so as to enhance their activity.*"

All parents are agreed that the format of preschool education in Bangladesh is categories basically government and private institutions. However, government provided preschools, which are not very versatile with regard to the starting age and may have stricter timetable. Hence, there are a variety of private preschools that post more flexible hours and even enroll children at a much tenderer age in readiness for competition. Some parents are disappointed with the policies of pre-primary schools as some institutions put too much pressure on children and put the walk load on children, thereby jeopardizing children's development.

3.1.3. Theme 03: consideration while choosing/selecting early education institution for child

From this study it is found that various factors that play critical role, while parents are selecting pre-primary institution for their child are as educational philosophy of the institution, qualification of the teachers, number of children per class, safety provisions, address, reputation, fees, infrastructural development, participation of parents, culture and value system of the institution, extracurricular activities, and chances of observation. By assessing these aspects comprehensively, it becomes easier to develop an informed choice that enhances your child early learning and lays down the groundwork for learning progress. Some of the parents mentioned:

> "*The most important factor for me would be the educational philosophy and curriculum of the institution; I would provide more importance for the pre-school which focus more on play-based learning since it supports learning through play, social skills, problem solving and cognitive development in a less structured environment.*" (P-10)
> "*I would give preferential focus to class size and the student-teacher ratio because smaller classes and low ratios enable more student-centered, better adaptable, adept child- centered teach-learning approaches and support the social-emotional, physical, academic, and creative growth of each learner and appropriately fitting extracurricular and enrichment programs because they can enhance and expand the child's abilities and interests.*" (P-09)

3.1.4. Theme 04: parental views about teaching-learning approach for children development age 4-6 at home and pre-school

The majority of the parents opined that the teaching-learning approach that facilitates the pre-primary children needs to be caring as well as active and should incorporate all round development. For this, the teacher should be trained and should be an expert in the relevant subject. Integrated and child-initiated and child-directed activities are crucial since this makes them learn through play which is an important development in young children. One of the parents (P-04) mentioned:

"*Playing with blocks, solving simple games and puzzles assists in problem solving skills, spatial reasoning and thinking abilities in group play, the child learns how to share, wait for his or her turn, solve problems and learn more about the self and others which is very important in his or her social growth.*"

Most of the parents affirmed that their ideal teaching-learning preference in pre-primary level is play based. Set up a playful environment help child to engage and use play as approach to learning. This may include toys, arts, and building materials which encourage the child to creativity and solving problem. Most parents today have faith and trust in play-based education and that the child learns best through play. Because play as a way through which children ought to teach social relations, creativity as well as solve problems. One of the parents (P-28) mentioned:

"*I might feel more comfortable with the educational settings that promote child's initiative and encourage his or her interests and curiosities rather than memorizing*."

As more and more technology has become incorporated into the classroom some parents of young children are okay with children incorporating technology into early education. They welcome educational applications and games along with easy online accessibility focused on expanding children's learning experiences and offering them more practice, but they also think about the overuse of screens. One of the parents (P-06) mentioned:

"*I will only allow my child to use apps, games, and specific programs that are age-appropriate, relevant to what my child needs to learn and should be flexible in that it's not just passive content that the child is absorbing, but rather something she is actively participating in like 'Bengali ABC' or 'Kids Learn Bengali' with these apps I can install them on smart phones and then organize daily or weekly activities where the children can practice*."

3.1.5. Parental awareness to involved in child gross and motor development, cognitive development-emergent literacy development; emergent numeracy development, social and emotional development

As the majority of the parents pointed out, one should select books according to the children's age and share the books with the child. It should be used to elicit questions about the story to foster understanding and make comments about the story. Picture books might be used to discuss the pictures themselves, and to guess what might be going to occur next, while enhancing creativity and comprehension. Facilitate or locate games that entail use of matching cards which have alphabets, numbers or shapes to enhance memory and thinking abilities also cognitive skills. Take nature walks and try to note plants and animals as well as any natural events taking place. It is established that parental engagement has a significant impact to emergent literacy of young children. Basically, emergent literacy is the early learning of reading and writing skills which are precursors to the actual mode of learning. There are many ways parents can come in to support their child's literacy and it can be through fun learning processes. One of the parents (P-08) mentioned:

"*Ensure parents are provided with a range of books such as picture books, interactive books among others to suit their children's interests as well as their developmental levels. Use books with rhyming text so that the child can be more energized in forming sound patterns or seducing and stimulating the child to read. Letters and sounds: Participate in activities related to this with the aim of finding out and naming the letters and the sounds of the letters; examples are letter sorting or alphabet puzzles.*"

Families' participation in emergent numeracy is essential for establishing solid learning and appreciation of mathematics in the young kids. Emergent numeracy is a concept that solely asserts to be the early learning of math skills and concepts in children before they go to formal school. One of the parents (P-11) mentioned:

"*Introduce counting into everyday tasks for example counting the number of stairs climbed or the number of apples there are in fruit bowl in a grocery store, ask my child to help count items or to compare prices using numbers in real life situations. Discover how to create and name patterns with objects or colors or shapes. For instance, draw a shape of red blue red blue shape and tell my child to go on with it.*"

It is critical to involve parents in the social and the emotional development of a child. This developmental area is very important for children's ability to form meaningful relationships, regulate emotions, and effectively engage in activities with others. One of the parents (P-07) mentioned:

> "*Now and then I teach my child how to solve interpersonal conflicts by bargaining among his age mates. Help them talk to one another and determine the solutions which are satisfactory to both of you. Establish freedom to speak to my child when he wants, or feels like, as long as the conversation. For instance, my child may invite a classmate to his birthday party and this makes my child build friendships. Playtime makes my child know how to share toys with friends*."

Parents (P-29 and P-25) believed that performing to different tasks with the child does not only facilitate cognitive, social and emotional development of the child, but also strengthens parent-child attachment. Parents, to including of the educational games, creative work, and other types of physical activity, and learning from day-to-day life experience, provide a favorable environment to support your child's development.

3.2. Discussion

The study highlights the crucial role of parental knowledge in enhancing ECE program effectiveness and recommends policies to better engage parents, especially from disadvantaged backgrounds. It also addresses the impact of mothers' education, teacher training quality, and culturally appropriate, play-based learning methods.

3.2.1. Theme 01: parental awareness on early education

The findings from the in-depth interview and observation checklist indicate that A mother's education level greatly impact her child's chances of attending ECE when it comes to early childhood involvement of any type. This study total number of 25 mothers, there was only one mother who could not complete her studies up to secondary school certificate (SSC). In this study saw that this mother did not enroll her child in preschool. The other remaining mothers who are pursuing HSC or graduate degrees have enrolled their children in pre-schools programs. Children whose mothers have completed secondary school are more likely to enroll in ECE programs than children whose mothers have only completed elementary school or have never attended school [11].

The present study reveals that parents who are knowledgeable about pre-primary education are better equipped to support their child's growth. They believe that being aware of the objectives and tactics of pre-primary education can encourage home learning, provide comfortable environments, and engage in activities related to these goals. This knowledge can provide the ideal atmosphere and support for their child's development. Parents who effectively carry out these responsibilities of awareness and good plan implementation help children's mental, emotional, and social development progress more smoothly [12].

Present study found that a small number of parents from underprivileged backgrounds lack enough awareness regarding pre-primary education in Bangladesh. They believe that only the private sector offers early education and that government institutions do not offer pre-primary lessons. Informal baby courses are really offered in government primary schools to preschool-age children who are not yet 6 years old [23]. The major goal of these sessions is to help the children become used to the school setting.

The present study found that all the parents agree that pre-primary education is crucial for children's development, as it prepares them for their future intellectual, social, and emotional health. It involves learning reading, numeracy, and manners through play, and often covers programs from infancy to nearly first grade before school starts. Every participant understood pre-primary schooling quite well. All of the participants believed that pre-primary education is the institution that gives kids access to the outside world and helps them learn about their surroundings [16]. Conversely study found that, though some parents feel anxious if they do not see their kids bringing in their schoolwork or if they just play instead of engaging in the learning process [15]. According to the current study, urban parents are believed that, children are enrolling pre-primary school, which providing a strong foundation for formal schooling, because preschool education means of preparation formal schooling and is important for fostering mental, physical, and social-emotional development. Some parents in metropolitan areas believe that preschool education plays a key role since it assists children in successfully completing primary education and provides all-around development by helping the kid to grasp a variety of issues [17].

In this study, ECE is crucial for young children, as it helps them develop essential skills for academic success between ages 0-6. These skills include general information, reading and writing abilities, and cognitive and thinking skills. Pre-primary education helps children begin early schooling and prepares them for future success in the academic world. Similarly, in order to better prepare kids for the next phases of

their growth and development, pre-primary education should foster their creativity, socializing, and creative thinking development [21]. This present study found that parents often struggle to identify children's early disabilities, but pre-primary education can help detect these issues. Teachers at pre-primary schools can identify physical or mental disabilities, allowing parents to be informed and take action. This initiative helps to lessen the issue, as most parents are unable to discern or recognize these issues during their child's early stages. Correspondingly, preschool plays a crucial role in identifying children's early autism, as preschool teachers can detect developmental, behavioral, and emotional problems, making it an ideal setting for screening and identifying developmental delays [24]. Every parent acknowledged that children from diverse backgrounds had an equal opportunity to excel in pre-primary school and children attending good pre-primary centers have better learning achievement levels in primary and secondary school. Parents strongly endorse also added that, early education prepares children for organized learning in primary school. In comparison to children who received no intervention in pre-primary level, research discovered that children who took part in pre-primary education achieved better in primary school and high-quality preschool education significantly enhances children's chances of success in school, employment, and wages. Overall, pre-primary settings play a crucial role in children's emotional development and overall well-being [25].

3.2.2. Theme 02: age of starting preschool education

In this present study, parents have different opinions on the appropriate age for preschool children. Some believe children should attend at 3 to 3.5 years, while others believe they should attend at 3-5 years due to their intelligence and ability to learn through social interaction. Some believe 4 years is the best age for preschool. All of their opinions are valid, though. Although there are many criteria for pre-primary education, UNICEF says that these programs are often created for children between the ages of 3 and 5 [20]. ECE is only available to 5-year-old in government primary schools, with various educational institutions offering play groups, nurseries, KG-1, and KG-2 for children aged 3 to 5 [26].

3.2.3. Theme 03: consideration while choosing/selecting early education institution for child

The study highlights critical factors when parents choose a pre-primary institution for their child, including educational philosophy, school reputation, location, teacher qualifications, class size, safety provisions, address, reputation, fees, infrastructural development, parental participation, culture, extracurricular activities, and observation opportunities. When deciding whether to enroll their child in preschool, the majority of parents take the curriculum and quality into consideration [16]. In present study, parents prioritize educational philosophy and curriculum, with pre-schools valuing play-based learning for social skills, problem-solving, and cognitive development in less structured settings. Parents choose preschools with age-appropriate curricula to help their kids develop their social, emotional, and intellectual literacy [27]. In presents study parents from urban are consider that, for student-centered teaching that supports social-emotional, physical, intellectual, and creative growth, pay close attention to class size and the student-teacher ratio and sufficient extracurricular and enrichment activities improve skills and passions. Similarly, children who attend pre-primary school develop good health and cleanliness habits [28]. Research indicates that the quality of preschool instructors, curriculum, and teacher-child interactions affect the language and literacy development of their students [29]. This supports the findings of the present study.

3.2.4. Theme 04: parental views about teaching-learning approach for children development age 4-6 at home and pre-school

In present study found that, parents believe a caring, active, and comprehensive teaching-learning strategy is necessary for pre-primary children's development, with qualified and specialist instructors. Bangladesh's early education struggles with unqualified teachers and weak institutions, while excessive academic pressure in primary schools' hampers child development [30]. Pre-primary teachers have little to no professional training, which makes it challenging to guarantee high-quality instruction [31].

In present study found that, parents prefer play-based teaching in pre-primary level education, focusing on engaging children through toys, arts, and building materials. They believe play helps children learn social relations, creativity, and problem-solving. Parents prefer educational settings that promote initiative and curiosity, rather than memorizing. Clear instruction and play-based learning help children develop self-control and prepare them for future success. Children are most aware of themselves when playing, learning through exploration, creativity, and problem-solving, contributing to the development of social, physical, and cognitive abilities [32]. Parental involvement in play has many positive effects on the interaction between parents and children [33]. However, some parents believe that play has less of an impact on their children's growth than other activities [34].

In the present study some parents of young children are accepting technology integration in early education, despite concerns about screen overuse, as educational applications and games expand children's learning experiences. Additionally, it can improve word mastering, which is a major factor in determining

a child's preparation for school. A study noted that watching television helps young children improve their vocabulary and arithmetic abilities [35]. In a similar, another study found that children's fine motor skills and problem-solving abilities are improved when they play video games [36].

3.2.5. Parental awareness to involved in child gross and motor development, cognitive development-emergent literacy development; emergent numeracy development, social and emotional development

The presents study identifies some recommendations including the need for parents to select books with a focus on age and to read those books to children. This method is also useful in increasing age appropriate corrective reading skills, and extends the children's interest in books at a very tender age. Another research indicates that choosing texts appropriate for children's skill levels, in terms of children's developmental level, helps them to interact with the books better as well as, considering this study's finding that social media played a substantial role in participants' understandings of early literacy and language development, the provision of on-going and regularly updated online blogs, and informational articles by these organizations may serve to reach a wider audience [37]. Also, the practice of reading aloud with children can enhance children's types of vocabulary, understanding, and analysis levels than those students who did not engage in similar reading activities with their parents [38].

The present study indicates that parents have central importance in the development of the early numeric skills teaching counting and pattern recognition as informal learning experiences in the home environment. According to parents, they stated that counting in real-life situations was often prompted during household chores or while playing with the child. This is in agreement with findings from the field studies, which show that the learning which occurs while counting objects in, for instance, daily activities, contributes to improving young children's numeracy [39]. Promoting counting in natural contexts also assist in the realization of anyhow applications of countable in real lives and this ensure the establishment of contextual relation between number competencies and the context by increasing the likelihood that children learn in ways that enhance their cognitive development and mathematical understanding [40].

This study parents teach their child to resolve interpersonal conflicts by bargaining among peers, allowing them to express their feelings, and fostering friendships through activities like inviting classmates to birthday parties and sharing toys. This is in line where it was established that there is a positive correlation between emotional outburst, received from parents and positive changes in students' conflicts with their peer [41]. The chance to express a certain emotion gives a child an essential tool in solving interpersonal conflict situations, excluding aggressive or withdrawal behaviors in the conflict.

4. CONCLUSION

This paper finds that parents are actively involved in early education and influence their child's learning and development. It notes that parent with higher education have higher chances of participating in the pre-primary education of their children in a positive way. Though, it is sad to note that, majority of the parents belonging, from the deprived group do not have consciousness which hampers the effectiveness of the pre-primary school education in Bangladesh. The study has also noted that pre- primary education improves and promotes essential literacy, numeracy, and social and emotional learning that may be important to children's success for pupils in schools. Parents are aware of the need in selecting proper pre-primary establishments by certain criteria as teaching approach, educational concept and facilities. In conclusion, though the support of parents in pre-primary education was observed to be very high, there is however low levels of parental knowledge of pre-primary education especially in the rural and disadvantaged areas. It is the role of the policymakers to promote and support the disclosed efforts in improving parental involvement through the educational programs, the awareness and support the services that would guarantee the quality ECE to all children irrespective of the background they come from. Such attempts are crucial for widening the opportunities of progression in education, and better development of children in Bangladesh. The evidence is derived from in-depth interviews with 30 parents across urban and rural settings in Bangladesh. The data includes thematic analysis of parents' views on ECE, the age of starting preschool, criteria for choosing institutions, and involvement in their children's development at home.

The investigation has highlighted that specific consciousness of parents remains the primary determinant of the effectiveness of ECE programs. The findings can help policymakers and educators create gendered and targeted approaches in parental engagement and provide directions how to narrow the gap in access to adequate pre-primary education for disadvantaged neighborhoods. Other factors discussed includes the influence that mothers' education has on children's ECE enrollment, the insufficient teacher training in the pre-primary schools and need for culturally appropriate and play based learning young children. Preliminary government initiatives to introduce specific options for low-income families, for example,

free pre-education and information campaigns. Fostering much training for teachers, adoption and implementation of play-based and other culturally appropriate approaches, and enhancements of infra-facilities in pre-primary schools. Equity of ECE initiatives by working with local communities for awareness of, and involvement in ECE. These findings and recommendations could be the right starting point for enhancement of ECE and ensuring equitable developmental opportunities for children in Bangladesh.

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C : **C**onceptualization
M : **M**ethodology
So : **So**ftware
Va : **Va**lidation
Fo : **Fo**rmal analysis
I : **I**nvestigation
R : **R**esources
D : **D**ata Curation
O : Writing - **O**riginal Draft
E : Writing - Review & **E**diting
Vi : **Vi**sualization
Su : **Su**pervision
P : **P**roject administration
Fu : **Fu**nding acquisition

CONFLICT OF INTEREST STATEMENT

Authors state no conflict of interest. There were no financial, professional, or personal influenced on the study. The research was conducted independently and impartially.

DATA AVAILABILITY

Data supporting the study's findings are available from the corresponding author [KSJ], upon request. Data are not publicly accessible due to confidentiality. Access requires permission from the data provider.

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